

Fan Mail

Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students identify qualities and skills used by famous people and compare these skills to worker skills and abilities. Students also identify and research occupations that utilize admired qualities and skills.

Time: 100 minutes.

Note: SKILLS may not be available at all sites.

Essential Questions

- What skills do I appreciate or admire in others and what occupations use these?

Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Read *Presenting SKILLS to Students*, found in Tools for Counselors and Teachers under Guides and Instructional Notes
- Print *SKILLS Worksheet* (found in SKILLS) and *Fan Mail Worksheet*, one each per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about skills they value and identify occupations that use these skills.
2. Ask each student to choose a famous person (current or historical) or a character from fiction that they admire.
3. Show PPT Slide 2. Instruct students to write a fan mail letter to this famous person describing what qualities and skills they admire in the person. Remind students to be descriptive and specific, and not to use general terms like "you're fantastic, wonderful, awesome" etc. Share examples of skill words. Encourage students to log into CIS and use CIS Occupations to research the famous person's occupation, particularly the Skills and Abilities section.
4. Distribute the *Fan Mail Worksheets* to students, and ask them to complete parts 1 and 2.
5. Upon completion, ask a few students to share their answers with the class.
6. Distribute the *SKILLS Worksheets*. Ask students to compare the qualities and skills they have listed for their famous person with the skills listed on the *SKILLS Worksheet*, adding any additional skills that they had not considered.
7. Ask students to record the SKILLS numbers on the *Fan Mail Worksheet*, prioritizing by which skills they admire most. They should try to have at least half of the 35 blanks in the SKILLS Summary section on the *SKILLS Worksheet* filled.
8. Show PPT Slide 3 and demonstrate how to post skills using the SKILLS assessment. Direct students to enter these skills into SKILLS.
9. Ask students to click Rate Skills then print the *Top 30 Occupations list, which are occupations that match the skills they admire most.
10. Instruct students to research any occupations that interest them.
11. Facilitate discussion of the activity.
12. *Optional:* Ask students to complete their own SKILLS worksheet. Then use the assessment, interpret the results, and research occupations.

Variations and Accommodations

- Ask students to imagine that they have received fan mail from a person that likes and admires them. Assign students to write a letter from this person to themselves that expresses what this fan admires about them.

- Students needing special assistance should be paired with a helpful partner for the activity, or students can work in groups.

Assessment

Use the *Fan Mail Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with overhead projector and CIS access

[Fan Mail \(PPTX\)](#)

[Fan Mail Worksheet \(PDF\)](#)

[Fan Mail Worksheet \(DOCX\)](#)

[Fan Mail Scoring Guide \(PDF\)](#)

[Fan Mail Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Language
- English Language Arts Career Anchor: Writing

National Career Development Guidelines

- GOAL PS1 Develop understanding of yourself to build and maintain a positive self-concept.

American School Counselor Association

- Career Development, Personal/Social Development

Bloom's Taxonomy: Analyzing, Applying, Understanding

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Relationships with Adults that Support Success
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment